



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 6

Test Date: March 2009
Code: 12931849
SAU: Wells-Ogunquit CSD
School: Wells Junior High School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2009

Grade: 6

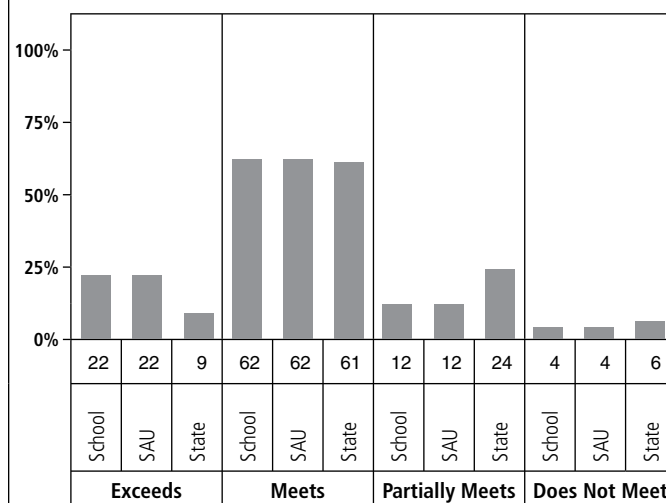
SAU: Wells-Ogunquit CSD

School: Wells Junior High School

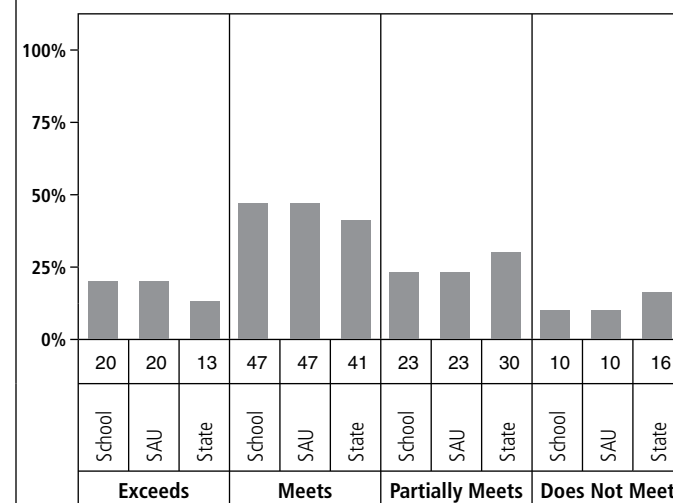
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	649	649	646
2007–2008	655	655	648
2008–2009	653	653	647
Cum. Avg.*	652	652	647
Mathematics			
2006–2007	648	648	643
2007–2008	653	653	642
2008–2009	648	648	643
Cum. Avg.*	650	650	643

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 6
SAU: Wells-Ogunquit CSD
School: Wells Junior High School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	114	100	114	100	14251	100	114	100	114	100	14150	99	114	100	114	100	14156	100						
Ethnicity African American/Black	1	1	1	1	421	3	1	100	1	100	412	98	1	100	1	100	415	99						
American Indian or Native Alaskan	1	1	1	1	128	1	1	100	1	100	127	99	1	100	1	100	128	100						
Asian or Pacific Islander	1	1	1	1	212	1	1	100	1	100	210	99	1	100	1	100	212	100						
Hispanic	1	1	1	1	181	1	1	100	1	100	177	98	1	100	1	100	178	99						
Caucasian/White	110	96	110	96	13309	93	110	100	110	100	13224	100	110	100	110	100	13223	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	21	18	21	18	2468	17	21	100	21	100	2423	99	21	100	21	100	2426	99						
Current LEP	3	3	3	3	341	2	3	100	3	100	330	97	3	100	3	100	338	99						
Economically disadvantaged	33	29	33	29	5780	41	33	100	33	100	5724	99	33	100	33	100	5725	99						
Migrant	0	0	0	0	4	0	0	0	0	0	4	100	0	0	0	0	4	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	94	82	94	82	11369	80	94	82	94	82	11373	80						
Identified disability (PET/IEP)	1	1	1	1	355	3	1	1	1	1	371	3						
LEP	1	1	1	1	167	1	1	1	1	1	170	1						
504 plan	1	1	1	1	172	2	1	1	1	1	175	2						
Participation with accommodations	19	17	19	17	2594	18	19	17	19	17	2605	18						
Identified disability (PET/IEP)	19	100	19	100	1881	73	19	100	19	100	1877	72						
LEP	2	11	2	11	155	6	2	11	2	11	161	6						
504 plan	0	0	0	0	74	3	0	0	0	0	71	3						
Other	0	0	0	0	519	20	0	0	0	0	532	20						
Participation through alternate assessment (PAAP)	1	1	1	1	187	1	1	1	1	1	178	1						
Identified disability (PET/IEP)	1	100	1	100	187	100	1	100	1	100	178	100						
LEP	0	0	0	0	8	4	0	0	0	0	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	26	0	0	0	0	0	25	0						
Non-participation – other	0	0	0	0	75	1	0	0	0	0	70	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 6
SAU: Wells-Ogunquit CSD
School: Wells Junior High School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 662–680)	2006-2007	16	16	16	16	1132	8
	2007-2008	27	26	27	26	1817	13
	2008-2009	25	22	25	22	1309	9
	Cum. Total*	68	21	68	21	4258	10
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 642–660)	2006-2007	53	53	53	53	8127	57
	2007-2008	70	67	70	67	8072	57
	2008-2009	70	62	70	62	8564	61
	Cum. Total*	193	61	193	61	24763	59
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 630–640)	2006-2007	19	19	19	19	3549	25
	2007-2008	6	6	6	6	3194	23
	2008-2009	14	12	14	12	3291	24
	Cum. Total*	39	12	39	12	10034	24
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 600–628)	2006-2007	12	12	12	12	1478	10
	2007-2008	1	1	1	1	981	7
	2008-2009	4	4	4	4	799	6
	Cum. Total*	17	5	17	5	3258	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	38.0	67.9	38.0	67.9	33.8	60.4
A1/A2 Interconnected Elements/Literary Text	20	36	13.6	68.0	13.6	68.0	11.9	59.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	24.4	67.8	24.4	67.8	21.9	60.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009

Grade: 6

SAU: Wells-Ogunquit CSD

School: Wells Junior High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	113	25	22	70	62	14	12	4	4	653	113	22	62	12	4	653	13963	9	61	24	6	647
Ethnicity																						
African American/Black	1										1						403	5	46	34	15	641
American Indian or Native Alaskan	1										1						125	4	49	38	10	642
Asian or Pacific Islander	1										1						206	18	56	20	6	649
Hispanic	1										1						174	5	55	33	7	644
Caucasian/White	109	25	23	67	61	14	13	3	3	653	109	23	61	13	3	653	13055	9	62	23	5	647
Not Reported	0										0						0					
Identified disability																						
Yes	20	0	0	6	30	10	50	4	20	637	20	0	30	50	20	637	2236	1	30	48	22	637
No	93	25	27	64	69	4	4	0	0	656	93	27	69	4	0	656	11727	11	67	19	3	649
Current LEP																						
Yes	3										3						322	2	39	37	21	638
No	110	25	23	69	63	13	12	3	3	653	110	23	63	12	3	653	13641	10	62	23	5	647
Economically disadvantaged																						
Yes	33	5	15	19	58	7	21	2	6	649	33	15	58	21	6	649	5617	4	54	33	9	643
No	80	20	25	51	64	7	9	2	3	654	80	25	64	9	3	654	8346	13	66	17	3	650
Migrant																						
Yes	0										0						4					
No	113	25	22	70	62	14	12	4	4	653	113	22	62	12	4	653	13959	9	61	24	6	647
Gender																						
Female	56	18	32	33	59	4	7	1	2	655	56	32	59	7	2	655	6743	13	63	20	4	649
Male	57	7	12	37	65	10	18	3	5	650	57	12	65	18	5	650	7220	6	60	27	7	645
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1408	4	41	43	12	641
No	113	25	22	70	62	14	12	4	4	653	113	22	62	12	4	653	12555	10	64	21	5	648
Gifted/talented program																						
Yes	4										4						636	39	59	2	0	659
No	109	22	20	69	63	14	13	4	4	652	109	20	63	13	4	652	13327	8	61	25	6	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 6

SAU: Wells-Ogunquit CSD

School: Wells Junior High School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	1	0	0	1	100	0	0	0	0	654	1	0	100	0	0	654	6	5	47	32	16	642
B. less than one hour	56	12	19	38	60	9	14	4	6	651	56	19	60	14	6	651	59	9	62	24	5	647
C. one to two hours	42	13	28	29	62	5	11	0	0	655	42	28	62	11	0	655	32	11	64	21	4	648
D. more than two hours	1	0	0	1	100	0	0	0	0	648	1	0	100	0	0	648	3	10	50	26	13	644
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	25	11	39	17	61	0	0	0	0	657	25	39	61	0	0	657	31	17	66	14	3	651
B. good	54	12	20	39	65	9	15	0	0	654	54	20	65	15	0	654	48	8	64	23	5	647
C. fair	20	2	9	12	55	4	18	4	18	645	20	9	55	18	18	645	18	2	48	40	10	641
D. poor	2	0	0	1	50	1	50	0	0	641	2	0	50	50	0	641	2	1	34	47	18	638
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	50	20	36	31	55	4	7	1	2	657	50	36	55	7	2	657	38	13	65	18	3	650
B. They match some of what I have learned.	41	5	11	32	70	7	15	2	4	650	41	11	70	15	4	650	49	8	63	24	5	647
C. They match just a little of what I have learned.	8	0	0	6	67	2	22	1	11	640	8	0	67	22	11	640	10	5	48	36	11	642
D. There is no match.	1	0	0	0	0	1	100	0	0	632	1	0	0	100	0	632	3	3	35	38	24	639
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	22	6	24	13	52	4	16	2	8	651	22	24	52	16	8	651	16	7	52	30	11	644
B. about the same as my regular schoolwork	71	17	22	52	66	8	10	2	3	653	71	22	66	10	3	653	66	10	64	22	4	648
C. easier than my regular schoolwork	7	2	25	4	50	2	25	0	0	653	7	25	50	25	0	653	17	11	61	22	5	648
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	8	0	0	6	67	2	22	1	11	641	8	0	67	22	11	641	10	2	39	42	17	639
B. Most of the passages were about the same as what I normally read.	61	11	16	43	63	11	16	3	4	651	61	16	63	16	4	651	55	6	62	27	5	646
C. Most of the passages were easier than what I normally read.	31	14	40	20	57	1	3	0	0	658	31	40	57	3	0	658	35	16	67	14	3	651
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	63	14	20	47	67	8	11	1	1	653	63	20	67	11	1	653	48	10	60	24	6	647
B. I tried about the same as I do on my regular schoolwork.	37	11	27	21	51	6	15	3	7	651	37	27	51	15	7	651	49	10	63	22	5	648
C. I did not try as hard on this test as I do on my regular schoolwork.	1	0	0	1	100	0	0	0	0	654	1	0	100	0	0	654	3	3	53	29	15	642
How much time do you spend reading at home each day?																						
A. more than one hour	10	5	45	5	45	1	9	0	0	659	10	45	45	9	0	659	23	15	65	16	4	650
B. 20 minutes to an hour	71	18	23	49	62	10	13	2	3	654	71	23	62	13	3	654	49	10	64	22	4	648
C. less than 20 minutes	12	2	15	9	69	2	15	0	0	649	12	15	69	15	0	649	11	6	58	29	7	645
D. I rarely read at home.	8	0	0	6	67	1	11	2	22	640	8	0	67	11	22	640	17	2	51	36	11	642
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 6
SAU: Wells-Ogunquit CSD
School: Wells Junior High School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 662–680)	2006-2007	27	27	27	27	2092	15
	2007-2008	27	26	27	26	1474	10
	2008-2009	23	20	23	20	1807	13
	Cum. Total*	77	24	77	24	5373	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 642–660)	2006-2007	38	38	38	38	5731	40
	2007-2008	58	56	58	56	6008	43
	2008-2009	53	47	53	47	5662	41
	Cum. Total*	149	47	149	47	17401	41
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 628–640)	2006-2007	18	18	18	18	4175	29
	2007-2008	17	16	17	16	4244	30
	2008-2009	26	23	26	23	4219	30
	Cum. Total*	61	19	61	19	12638	30
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 600–626)	2006-2007	17	17	17	17	2308	16
	2007-2008	2	2	2	2	2346	17
	2008-2009	11	10	11	10	2290	16
	Cum. Total*	30	9	30	9	6944	16

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	56	100	34.2	61.1	34.2	61.1	30.6	54.6
A. Number	18	32	12.1	67.2	12.1	67.2	10.3	57.2
B. Data	12	21	7.4	61.7	7.4	61.7	6.6	55.0
C. Geometry	14	25	7.6	54.3	7.6	54.3	7.3	52.1
D. Algebra	12	21	7.1	59.2	7.1	59.2	6.5	54.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 6
 SAU: Wells-Ogunquit CSD
 School: Wells Junior High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	113	23	20	53	47	26	23	11	10	648	113	20	47	23	10	648	13978	13	41	30	16	643
Ethnicity																						
African American/Black	1										1						406	4	26	36	34	633
American Indian or Native Alaskan	1										1						126	4	29	40	28	635
Asian or Pacific Islander	1										1						208	18	47	23	12	647
Hispanic	1										1						175	5	31	41	23	638
Caucasian/White	109	23	21	52	48	25	23	9	8	649	109	21	48	23	8	649	13063	13	41	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	20	0	0	1	5	9	45	10	50	625	20	0	5	45	50	625	2248	3	18	33	46	629
No	93	23	25	52	56	17	18	1	1	653	93	25	56	18	1	653	11730	15	45	30	11	646
Current LEP																						
Yes	3										3						331	3	22	35	40	631
No	110	23	21	53	48	24	22	10	9	649	110	21	48	22	9	649	13647	13	41	30	16	643
Economically disadvantaged																						
Yes	33	4	12	12	36	11	33	6	18	643	33	12	36	33	18	643	5620	6	33	37	25	637
No	80	19	24	41	51	15	19	5	6	650	80	24	51	19	6	650	8358	18	45	26	11	647
Migrant																						
Yes	0										0						4					
No	113	23	20	53	47	26	23	11	10	648	113	20	47	23	10	648	13974	13	41	30	16	643
Gender																						
Female	56	8	14	29	52	16	29	3	5	647	56	14	52	29	5	647	6738	12	40	32	16	642
Male	57	15	26	24	42	10	18	8	14	649	57	26	42	18	14	649	7240	14	41	29	16	644
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1410	3	24	41	32	634
No	113	23	20	53	47	26	23	11	10	648	113	20	47	23	10	648	12568	14	42	29	15	644
Gifted/talented program																						
Yes	4										4						637	65	32	3	0	665
No	109	19	17	53	49	26	24	11	10	647	109	17	49	24	10	647	13341	10	41	31	17	642

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 6

SAU: Wells-Ogunquit CSD

School: Wells Junior High School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights?																						
A. none	1	0	0	1	100	0	0	0	0	658	1	0	100	0	0	658	6	7	32	28	32	636
B. less than one hour	56	15	24	27	43	11	17	10	16	647	56	24	43	17	16	647	59	13	41	30	16	643
C. one to two hours	42	8	17	25	53	13	28	1	2	649	42	17	53	28	2	649	32	14	41	31	14	644
D. more than two hours	1	0	0	0	0	1	100	0	0	634	1	0	0	100	0	634	3	11	31	33	26	639
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	36	15	38	18	45	4	10	3	8	656	36	38	45	10	8	656	30	27	45	18	9	651
B. good	40	8	18	26	58	8	18	3	7	648	40	18	58	18	7	648	46	9	45	31	15	643
C. fair	21	0	0	8	35	10	43	5	22	636	21	0	35	43	22	636	20	2	29	43	26	635
D. poor	4	0	0	1	25	3	75	0	0	638	4	0	25	75	0	638	4	1	15	46	38	630
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	31	13	37	16	46	4	11	2	6	656	31	37	46	11	6	656	35	18	42	27	13	646
B. They match some of what I have learned.	54	8	13	31	51	17	28	5	8	646	54	13	51	28	8	646	50	11	43	31	15	643
C. They match just a little of what I have learned.	13	2	14	6	43	4	29	2	14	642	13	14	43	29	14	642	13	8	31	36	26	638
D. There is no match.	2	0	0	0	0	0	0	2	100	600	2	0	0	0	100	600	3	5	16	27	51	628
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	30	2	6	17	52	7	21	7	21	641	30	6	52	21	21	641	32	7	40	34	20	640
B. about the same as my regular schoolwork	56	12	19	30	48	16	26	4	6	648	56	19	48	26	6	648	56	13	42	30	15	644
C. easier than my regular schoolwork	14	8	50	6	38	2	13	0	0	661	14	50	38	13	0	661	12	31	36	20	13	650
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	60	15	22	31	46	14	21	7	10	649	60	22	46	21	10	649	51	11	41	31	16	643
B. I tried about the same as I do on my regular schoolwork.	38	8	19	21	50	10	24	3	7	648	38	19	50	24	7	648	45	15	41	29	16	644
C. I did not try as hard on this test as I do on my regular schoolwork.	2	0	0	1	50	1	50	0	0	649	2	0	50	50	0	649	4	12	28	32	28	638
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	4	1	25	0	0	1	25	2	50	633	4	25	0	25	50	633	6	8	29	29	34	635
B. 30–45 minutes	12	1	8	4	31	6	46	2	15	638	12	8	31	46	15	638	33	10	37	34	19	641
C. 45–60 minutes	38	7	16	26	60	8	19	2	5	651	38	16	60	19	5	651	45	15	44	29	12	645
D. more than 60 minutes	46	14	27	23	44	10	19	5	10	650	46	27	44	19	10	650	16	15	41	28	16	644
How often do you use calculators in mathematics class?																						
A. almost every day	2	2	100	0	0	0	0	0	0	680	2	100	0	0	0	680	9	14	35	29	22	641
B. two or three days a week	25	7	25	16	57	4	14	1	4	653	25	25	57	14	4	653	26	15	40	30	16	644
C. two or three times each month	49	9	16	29	53	13	24	4	7	649	49	16	53	24	7	649	31	13	43	30	14	644
D. never or almost never	24	5	19	8	30	8	30	6	22	640	24	19	30	30	22	640	34	11	40	31	18	642
How often do you use hands-on materials in mathematics class?																						
A. almost every day	25	7	25	13	46	5	18	3	11	649	25	25	46	18	11	649	17	8	35	33	24	639
B. two or three days a week	33	10	27	14	38	10	27	3	8	649	33	27	38	27	8	649	28	13	42	30	15	643
C. two or three times each month	21	3	13	12	52	6	26	2	9	646	21	13	52	26	9	646	31	15	43	30	13	645
D. never or almost never	21	3	13	14	58	4	17	3	13	646	21	13	58	17	13	646	23	14	39	30	17	643
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											